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ABSTRACT

This compiltation of articles provides ideas and solutions for creating and improving family, community, and school partnerships. A broad variety of topics are covered in the 20 articles of this issue, including: (1) ideas to help parents improve the thinking skill of their children; (2) four models of parent involvement developed by the Superior School district; (3) partnerships essential to meeting the national education goals of 2000; (4) questions to help in evaluation of parent groups; (5) the presidential election as an opportunity for learning; (6) what parents should know about middle school athletics; (7) after-school learning; (8) ways to help children feel good about themselves; (9) setting goals for the school year with students and parents; (10) learning how to respect animals; (11) strategies to involve hard-to-reach parents; (12) parent advocates; (13) the Partnership-2000 Network; (14) the resilient student; (15) resiliency and student success; (16) improvement of student assessment; (17) ideas for healthy eating; and (18) review of a book on how to talk so kids can learn at home and in school. Contains a project directory of family-community-school partnerships. (AA)

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Learning Together
Spring 1996

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Madison, Wisconsin

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Foreword

Relationships are the glue of family–community–school partnerships. Friendly, supportive relationships between a parent and a teacher who care deeply about a child. Warm and nurturing relationships between a child and the senior citizen who volunteers to help him read. Respectful, committed relationships between a school principal and the members of her school's Parent Advisory Committee, both working to make the school a better place to learn, to be.

Relationships enable us to forge strong bonds out of apparent differences, and to turn adversity into kinship. And let's remember that children are at the center of those relationships. The existence of family–community–school partnerships are a profound statement to children that all of us—teachers and school administrators, parents and grandparents, neighbors and community members—care about them.

I am pleased to dedicate the Spring 1996 edition of *Learning Together* to the relationships and partnerships in your community that nurture children's learning. Whether you are a retired teacher seeking new ways to use your talents, a father helping a child care for a pet, or a school administrator evaluating how effective your current partnership practices are, there's something in this packet for everyone.

Learning Together is a continuation of the Families in Education Program established by this department in 1987. Since then, reams of research have reaffirmed the value and meaning of family–community–school partnerships to children's learning and well-being. Wisconsin schools are among the most successful in the nation in creatively and compassionately reaching out to ensure that all families are involved. Our goal must be to ensure that every child has a family member connected to his school and involved in her learning. I am proud to bring you this collection of articles and pledge to continue the department's commitment to creating and improving family–community–school partnerships.

Please let us know what you think about this packet or how the department's Family–Community–School Partnership Team can assist your efforts. Our program stays vital and healthy only with your input. Thank you for caring about children and families and, for each other!

John T. Benson
State Superintendent

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For Parents

Ideas to Build Thinking Skills in Your Home

What is critical thinking all about?

Do your family members explore the consequences of their actions *before* they decide to do something? Do they try to see things from other people's points of view?

Critical thinking encourages young people to tackle problems and to try and figure things out for themselves, for example, to work hard at solving a tough homework assignment. Critical thinkers examine assumptions about ideas that others may take for granted. For example, they view the things they see and hear on television with a discerning eye.

Critical thinkers are willing to ask questions, listen to others, and talk about various situations that confront them as young people. They develop a plan of action before they launch into a project!

How can families create a thinking environment at home?

By modeling it. Families promote critical, independent thinking when they consciously use language to help members think deeply. Below are some ideas, but expect some hard questions from children—that's what happens when you promote critical thinking!

- How should we decide which movie to rent? How would you **compare** these two?
- You say Alissa is lucky. Could you give me some **examples**?
- Now that you will be using the family car, what **evidence** can you give us that you will be a safe driver?
- I wonder how James feels about moving to Minnesota. What do you **think**?
- Which of these two cereals do you think is more nutritious for our family? Let's **analyze** them.
- I know you're angry at Susan, but what do you **predict** might happen if you call her and yell at her?
- This is a tough math problem. What **strategies** have you tried so far?
- What is your **plan of action** for your Civil War project?
- Based on what we know about (a current event), what do you **speculate** will be the outcome?

How can families promote decision-making skills?

Here are some ideas for how families can help members make decisions about their own behavior and analyze their own thinking:

To promote critical thinking, say:	**Instead of:**
The noise you are making distracts me. Is there a way you can work so I won't hear you?	Be quiet!
I like it when you take turns.	No interrupting.
Jill, where can you find another place to do your best work?	Jill, quit fooling around and get to work!
What do we need to remember to take with us when we go to the movie?	We're going to the movie, so get your jacket, hat, money, and mittens.
What do we need to fix lunch?	Get out the bread, butter, lunch meat, and milk.

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What might happen if you don't have that assignment ready tomorrow?	You're going to be in big trouble, Buddy.
Tell me what you do to help yourself remember.	Did you forget *again*?
Help me understand why you chose to drop out of band.	What? You dropped out of band? What a quitter!
From your point of view, explain the fight you had with your sister.	Stop fighting! Leave each other alone.
When you say *everybody* is going to the party, who exactly do you mean?	I don't care if the Queen of England is going. You're not!

How do we know we are improving our critical thinking?

When you see or hear family members using deeper thinking, you know that your language and modeling are paying off. What might you see or hear?

- Your son sticking with his model of a tropical rainforest until he's really pleased with the result.
- Your daughter planning and taking notes before she starts her book on giraffes.
- Your son saying to a friend, "OK, we'll try the game your way. It's a good idea."
- Your daughter saying, "I had to work on this paper until midnight. Next time, I'm going to have a *plan*!"
- Your son checking his biology test to see which concepts he didn't understand.
- Your children asking questions—some of them difficult—such as:

— I wonder why some plants are meat-eaters.
— What do you mean, Mom, when you say I'm just like my Dad?
— Why did I get in free, Dad? It says 12 and under are free, but I'm 13!"
— How can countries settle their problems without wars?

- Your child trying new activities even though s/he may not be very good at them.
- Your child showing eagerness and curiosity to explore the world and learn to solve problems: digging in the garden, fixing her bike, collecting leaves or rocks, drawing a map, and addressing community issues.

How can families foster a climate of critical thinking at home?

Be thinkers together. Learn to recognize and reinforce critical thinking behaviors in your family. All of us learn every day, and we all can help each other improve.

- Encourage looking at issues and situations from many points of view.
- Use language and questions to trigger deeper thought.
- Give your child information to find a solution instead of giving the solution.
- Ask your children to describe how they arrived at their solutions.
- Help your child to use precise words instead of generalizations.
- Use "thinking words" such as compare, analyze, predict, classify, conclude, and give evidence.
- Allow your children to look at a problem, decide what is needed, and act.
- Let your child see you trying new things, learning, growing, and thinking through problems.

Think on!

This article was provided by the Eau Claire School District's Critical Thinking Leadership Team.

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Superior's Stages of Meaningful Family–Community–School Partnerships

Where Does Your School Fit?

by Dan Woods, Parent Involvement Coordinator
Superior School District

In 1991, the Superior School District embarked upon a journey of self-discovery. After creating its first site-based decision-making council with a grant from the Wisconsin Department of Public Instruction, parents, community members, teachers, and other school staff on the council decided that the separate but parallel roles that parents played in the life of a school were no longer adequate to help children's learning.

A major stumbling block was the absence of a shared definition of "parent involvement." Does "parent involvement" mean three parents sitting at a meeting with 18 teachers? Does it mean a parent, a teacher, and the child sitting down to talk about the child's learning goals for the year? Does it mean the parents making sure their children come to school clean, fed, well-rested, and ready to learn? Or does it mean a collaborative group of parents, administrators, and school staff, with the same information working together from the beginning to meet a need or solve a problem? Or does it mean all of the above?

We created a Parent Involvement Think Tank of 15 parents, 13 teachers, and two school administrators to meet for three months and come up with a definition of "parent involvement." The following table, based upon the research of Susan McAllister Swap and her Four Models of Parent Involvement, is our group's attempt to collect and organize our various experiences.

The Four Models—the Protection Model, the School-to-Home Transmission Model, the Curriculum Enrichment Model, and the Partnership Model—look a lot like developmental stages of family–community–school partnerships. The following table we developed using the Models has opened a whole new language to parents, teachers, and school administrators meeting together in our district. It helps everyone see the predictable behavior and outcomes of their parent involvement efforts. It lessens blaming and gives a place to begin change.

Here are descriptions of the first and last models:

The Protection Model: This model, the most common one in practice, reduces conflict between families and educators primarily by separating them. This model assumes that parents delegate to the school the responsibility for educating their children, that parents hold the staff accountable for the results, and that educators accept this responsibility. Collaborative problem solving and routine exchange of information are not considered appropriate.

The Partnership Model: In this model, parents and educators work together to accomplish the common mission of helping all children in the school achieve success. Accomplishing this mission requires rethinking the entire school environment, as well as collaboration among families, community members, and educators. It differs from the other models in that it emphasizes two-way communication between home and school, parents' strengths, and joint problem solving. It also permeates the entire school rather than being restricted to certain aspects of the curriculum.

We have used the Four Models in workshops to help participants see that the behavior of each player in the family–community–school partnership tends to promote reciprocal, predictable behavior in the other players. If we want to change these behaviors, we must first recognize the pattern and begin to place them in the context of the "big picture."

Some day, I hope we can use this as a self-assessment tool to look at the effectiveness of all of our organizational structures. Here is our version of the big picture of family–community–school partnerships. Is your school somewhere in there? Where do you want it to be?

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Superior's Four Models of Parent Involvement

	Protection Model	School to Home	Curriculum Enrichment	Partnership
Communication	• It is one way—school to home; communication from parents is not expected or encouraged. • Communication deals with operational issues rather than learning issues. • It does not occur to the school or the parents that communication from home is appropriate.	• Communication is mostly one way. • Parents are told the extent that support or participation is needed, especially as it influences children. • Limited information regarding parent concerns.	• There is the beginning of two-way communication. • It is usually only about curriculum. • Communication is totally voluntary, teacher by teacher, not systemic.	• Information is power; everybody gets the same information. • Communication comes from and goes to all constituencies. • Communication is expected to be open, honest, straightforward.
Decision Making	• Curricular decisions rest with the teachers. • Administrative decisions rest with administrators. • Decisions are not to be questioned.	• Decision making is authoritative. • Questions and input from parents are not sought, appreciated or valued. • Parents are told of decisions if they will be affected or their support is needed.	• Parents are not part of decision making. • Parents are involved in school to fill gaps, to support or add to the curriculum. • Parents and teachers may collaborate depending on the individual teacher.	• Decision making is shared by all constituencies. • Others' opinions are valued by all. • Responsibility is shared.
Problem Solving	• Solutions address adult needs rather than student needs. • Problem solving is not goal driven. • Maintaining the status quo is the goal.	• Problems are solved in isolation. • No one accepts responsibility—it's passed to others. • Parents are asked for input when convenient for the school: money from PTA for classroom extras, building new schools, etc.	• Parents are involved only in a portion of school life that addresses/supports curriculum.	• Structure is in place to address problems as they occur. • Children's needs are the first priority for solutions. • Positive attitude toward problem solving exists rather than blaming buildings.

This table is based upon the research of Susan McAllister Swap and her Four Models of Parent Involvement: The Protection Model, The School-to-Home Transmission Model, The Curriculum Enrichment Model, The Partnership Model.

Teamwork

- Teamwork is not built into the system.
- If it exists, it is sporadic and may include token parents.
- Teamwork may appear superficial rather than genuine.

- Authoritative—parents informed only if needed.
- By happenstance, people who know and trust each other may collaborate well but isolated.
- No communication between groups.

- Curriculum belongs to the school; parents are expected to support the experts.
- Other parent input is by representation: school board, legislature, building programs (i.e., "We need this building in order to do this curriculum").

- All constituencies are welcome and expected to participate.

Goals

- Goals are set to maintain order, discipline, and status quo.
- School defines the needs without input from students, parents, or community.
- The goal is to move students to next grade rather than prepare them for life beyond school.

- Goals are set by a few people at the top.
- Goals are set to maintain order, discipline, and status quo resulting in complacency.
- Parents have little or no input.

- Parents are not part of the goal setting.
- School's goal is to build relationship with family by including parent volunteers in the classroom.

- There is shared responsibility for setting and attaining goals.
- There are broad ownership goals.
- Goals are clearly stated so progress can be measured; everyone has input.

Leadership

- Leadership exists as top-down decision making focused on needs of system and problem solving.
- Questioners viewed as negative.
- Leadership is inflexible because of fear and unwillingness to change, tradition, contractual issues, and parochialism.

- Leadership is top down.
- Principal controls building according to administration rules.
- Principals maneuver to gain advantage.

- Individual teachers may quietly experiment and seek more parent support/involvement.
- Parents affect change if/when they provide workers and resources.

- Principal is facilitator and 'keeper of the shared vision.'
- Decisions rest with the group closest, most directly affected.
- Individuals are empowered; expertise is identified and utilized to meet changing needs.

Parents' Feelings

- Unconcerned, complacent, frustrated, angry, resentment, blaming, not responsible, fear of retribution, no knowledge, neutral at best, no deep sense of satisfaction, deference, litigiousness, hopelessness, resignation, safety, ease, isolation.

- Useless, sad, no respect, frustrated, hurt, ashamed, no ownership, guilty if student unable to reach goal.

- Warm body; if good fit, then satisfaction.

- Trust, informed, mutual respect, valued, important, not isolated, sense of purpose, goals are supported and shared, ownership by all. Less frustration, confidence in leaders, more people valued because expertise shared, sense of community.

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Family–School–Community Partnerships Essential to Meeting the National Education Goals 2000

In 1989, at the invitation of President Bush, the nation's governors met in Charlottesville, Virginia, and committed themselves to a nationwide effort to reform education around a core set of aspirations. They developed and agreed on six goals that would guide their efforts for improving education. In recognition of the importance of families and teachers to the success of these goals, two more goals were added with the formal legislative adoption of the *Goals 2000: Educate America Act* in 1994.

Teacher education and professional development was added as goal 4, and parent participation as goal 8. The other goals are ready to learn, goal 1; school completion, goal 2; student achievement and citizenship, goal 3; mathematics and science, goal 5; adult literacy and lifelong learning, goal 6; and safe, disciplined, and alcohol- and drug-free schools, goal 7.

With the addition of goal 8, the National Education Goals Panel acknowledged the central role of families to the educational success of children. With an added emphasis, the goals panel focused heavily on family–school–community partnerships in its first report since including the goal. Goal 8 says,

> By the year 2000, every school will promote partnerships that will increase parental involvement and participation in promoting the social, emotional, and academic growth of children.

The three objectives under goal 8 emphasize that state, schools, and families bear joint responsibility for ensuring students' school success:

- Every state will develop policies to assist local schools and local educational agencies to establish programs for increasing partnerships that respond to the varying needs of parents and the home, including parents of children who are disadvantaged or bilingual or parents of children with disabilities.
- Every school will actively engage parents and families in a partnership which supports the academic work of children at home and shared educational decision making at school.
- Parents and families will help to ensure that schools are adequately supported and will hold schools and teachers to high standards of accountability.

Progress toward meeting the goals by the year 2000 has only been "modest," according to the 1995 report. Indiana Governor Evan Bayh, goals panel chair for 1994-95, calls for schools and families to form strong partnerships to improve education as an "essential step" to "accelerate" progress on meeting the goals. So it is not surprising that the goals panels focused their Core Report and Executive Summary on the essential role that families play in helping to achieve the National Education Goals. The following excerpts from the reports suggest ways in which schools can involve families and communities in partnerships to increase chances of reaching the targets set by the governors.

Why Involve Families?

Reaching all of the National Education Goals by the year 2000 may seem difficult, yet there is one force that is often unrecognized and under-utilized by schools and educators: families. By recognizing the significant role parents have in educating their children and involving them in real and meaningful ways, schools can make significant progress toward reaching the goals and toward becoming high-performance institutions.

Many schools around the country have successfully developed family–school–community partnerships, recognizing that responsibility for children's education lies at home, at school, and in the community. We have seen time and time again that by working together, parents and teachers can have a dramatic, positive impact on student test scores, student attendance rates, student behavior and attitudes toward school, and student graduation rates. The idea of family involvement as a means of achieving the National Education Goals is especially encouraging because research shows that effective family–school–community partnerships can be established in only three to five years.

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There is abundant public support for increased family involvement in the nation's schools:

- Almost one-third of public secondary school teachers in the U.S. believe lack of parental involvement is a serious problem for their schools. Teachers rated strengthening parental involvement in their children's education as the most important educational policy priority in the coming years.
- Four out of ten parents believe that they are not spending as much time as they would like on their children's education.
- Nearly three-fourths of ten- to 13-year-olds and nearly half of 14- to 17-year-olds reported that they would like to talk to their parents more about schoolwork.
- Nearly nine out of ten business executives rated lack of parental involvement as the biggest obstacle to school reform.

Ways to Do It

. . . . Increasing family involvement in education will not only help achieve goal 8, but will significantly help efforts to meet the other seven goals as well . . . . (T)here is not one set way for families to be involved in their children's education. Family involvement can take place in the home or in the school, and it can take a variety of forms in both of those settings:

Parenting. Families need to establish home environments to support children as students. Schools can help by providing information about children's developmental changes or health and nutrition, or helping parents learn to read, earn their GED, or continue on to higher education.

Communicating. Effective links between home and school can greatly improve communication about school programs and students' academic progress. Improving communication can include organizing parent–teacher conferences, translating newsletters and notices into parents' native languages, and setting up telephone "hotlines" to help parents and teachers stay connected.

Volunteering. Families can be involved in almost every school activity. They can work in classrooms, create and staff parent centers, or form parent patrols to help keep school grounds safe and drug free.

Learning at home. Student learning needs to be supported outside of the classroom as well as in. Parents can check to make sure homework is completed, engage in learning activities sent home by teachers, or talk with students about course schedules to ensure that children can successfully finish high school and continue on to higher education or job training. Teachers can help parents by providing specifics about course expectations and suggesting ways that parents can help their children meet those expectations.

Decision making/Advocacy. Schools often do not include parents in school decision-making processes. Families can be involved in setting school priorities and goals, in hiring new teachers, or in advocating school reform and improvement.

Community Outreach. Schools and families should not feel alone in the quest for high quality schools. Businesses and community members can help parents be involved by providing family-oriented learning activities, giving parents time off from work to volunteer in children's schools, or by providing needed resources to a school for academic reform.

In order to truly make progress toward meeting the National Education Goals by the year 2000, all schools, no matter how large or how small, no matter how rich or how poor, and no matter what grade level, must make a commitment to better involving families in the education of their children. Schools have to recognize and appreciate the valuable and necessary contributions of parents and families, and families have to work with educators to help our schools become high quality and help our children achieve to world-class standards.

Copies of the executive report are available from the National Education Goals Panel, 1255 22nd St., N.W., Ste. 502, Washington, DC 20037; (202) 632-0952.

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Take a Group Time Out to See How You're Doing

How often do members of Parent Advisory Committees, PTAs, policy boards, and site councils ask themselves the deceptively simple question: Why does our group exist? In fact, this is the first of 12 profound questions developed by the Atlanta-based Appalachian Child Care Project in order to help parents and community groups engage in program planning. The parentheses contain the technical words implied by each question.

1.	Why does our group exist?	(goals)
2.	What does our group want?	(objectives)
3.	What can our group do to make it happen?	(resources)
4.	How do we do it?	(strategy)
5.	Exactly how do we do it?	(task analysis)
6.	Who will do it?	(responsibility)
7.	Where will we do it?	(timeline)
8.	Are we (am I) doing it?	(monitoring)
9.	How do we (I) feel about it?	(self-assessment)
10.	Did we really do it?	(evaluation)
11.	So what?	(conclusion)
12.	Now what?	(recommendations)

Reaching consensus about why one's group exists is essential to clarifying purpose, energizing membership, strengthening teamwork, and achieving objectives. We would like to suggest an exercise for a future meeting. Give each group member a piece of paper and, without prior discussion, ask each person to take a minute or two to write down a brief answer to the question, "Why does our group exist?" Collect all of the papers, mix them up, ask each member to read aloud what another member wrote, and have a thorough exchange of views.

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Make the Election a Family Learning Time

by Jean Marck, Co-Chair
Wisconsin KidsVote '96

The Presidential election year provides a wonderful opportunity to develop and nurture citizen skills in children. The League of Women Voters' Wisconsin Education Fund, WEAC, Wisconsin Public Television, and DPI are again cooperating to produce Wisconsin KidsVote '96.

KidsVote is sponsored by the National Student Mock Election, a nonprofit, nonpartisan corporation that conducts voter education activities with the assistance of *Scholastic Magazine*, Time Warner, CNN, and over 50 national cooperating organizations.

The goal is twofold:

- to establish sound skills for democracy beginning at an early age and continuing throughout the school years, and
- to foster family discussion about the mock election and issues in the election, encouraging more parents to vote.

Mock elections will be held in participating schools with the results phoned, faxed, or e-mailed in to election headquarters in Madison on October 30, 1996, and broadcast live on Wisconsin Public TV. These results will be added to the national tally and broadcast on CNN.

Here are some activities you can do with your family to make the election a learning experience:

Chart the travels of each presidential candidate on a blank U.S. map by coloring in the states where each makes appearances. Sharpens geography skills and an appreciation for the physical intensity of the campaign.

Interview grandma and grandpa or other parents or adults about previous memorable elections. If possible, record their observations on video or audio tape. The tapes will be worth their weight in gold 20 years from now!

Have a party with an election theme, involving children in the planning. For example, have red, white, and blue balloons and napkins; pin the tail on the donkey and, to be fair, pin the tail on the elephant.

Keep a scrapbook or do a bulletin board of newspaper clippings on the election. Pick one or several candidates, perhaps one from national, state, and local, to follow.

Collect candidates' quotes from the newspaper and see if they are consistent.

Have the whole family participate in a pamphlet drop, if you have a candidate you want to support.

Discuss the expense of a campaign. Find out what a 30-second TV spot costs in your area and then what it costs for national coverage. Check out the costs of newspaper advertising. What do consultants cost? What about printing costs for brochures?

Discuss an issue you are all interested in, write to the candidates, and see if you get a response.

Visit your local government's demonstration voting booth so you can see the facsimile ballot. Learn how to register and vote absentee. If possible, take your children along when you vote.

Watch TV commercials and discuss the content. Does it address the issues? Is it negative? What do we learn about the candidate?

Have everyone pretend they are candidates and make a 30-second audio or video recording of the campaign spot.

Visit an antique mall where dealers may sell old political buttons and memorabilia. See if any of the issues are still the same and what is different. Check to

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see if anyone in the family has old political memorabilia.

If you have an 18-year-old, have them go to the clerk in the municipality where you vote (city, town, county, or village) to find out how they can become deputized and register other 18-year-olds at school. You'll need the permission of the school principal, of course.

Watch the election debates together and discuss them afterwards.

Ask each family member to predict the election outcome, seal their written predictions in a jar or envelope, and open after election results are determined.

Talk about the election issues and candidates at mealtime or in the car. When you hear something about the election on the radio within earshot of your children, follow up with a comment. Help your children understand where you are on the issues and why.

Wisconsin KidsVote '96 is a FREE program available to any public or private school in Wisconsin. For more information, please write to the League of Women Voters Wisconsin, 122 State St., Ste. 405, Madison, WI 53703-2500, or call (608) 256-0827. Please do not confuse it with Kids Voting, a national program with similar procedures, but one that requires a franchise fee by the sponsoring organization and a fee for each student to participate. Make sure your KidsVote is framed by the words, Wisconsin and '96, as in "Wisconsin KidsVote '96."

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What Parents Should Know About Middle School Athletics

A WIAA Perspective

from Doug Chickering, Executive Director,
Wisconsin Interscholastic Athletic Association

Question: What should the goal of middle school athletics be?

Answer: Middle level athletics should provide an enjoyable educational experience for students based on their development and needs. Some goals of middle level athletic programs include the enhancement of self-esteem, citizenship ideals, responsibility, and leadership skills. Athletic programs for middle schoolers should be enjoyable, vigorous, and safe, and should occur in a positive environment with participation being the primary consideration.

Question: What about middle school sports programs that pressure students to participate to a degree that excludes other types of activities?

Answer: Effective middle level athletic programs should be coordinated with other family, school, and community activities to allow young people to explore a variety of interests. Middle level athletics are part of the total educational process and are an excellent opportunity for the home, the school, and the community to work together.

The WIAA believes that middle level athletic programs must be framed around the unique needs of middle school students and are special in their own right. They should not be structured to act as a "feeder system" for varsity play at the high school level. Good athletic programs will offer middle schoolers the chance to enjoy a wide variety of opportunities year-round, not only during the most traditional times of the year. Schedules should be planned to coordinate with other family and social activities. When young people feel good about their participation in middle school sports and families feel that schedules allow their children room to grow in many directions, their desire to play and improve athletically will continue as they grow older.

Question: How important should "winning" be in middle level athletics?

Answer: Everyone—parents, professionals, and lay people—involved in developing athletic opportunities for teenagers must understand that middle level students are children who want to have fun. They are not at advanced levels and are not necessarily potential professional athletes. Middle level athletes have to be allowed to develop at their own unique pace.

Studies in Michigan and Iowa have clearly shown that the single most important reason why adolescents opt to participate in school sports is to have fun. The kids are looking for ways to enjoy themselves through physical and social activity, and if the athletic experience cannot be immediately satisfactory, adults have to recognize that kids' needs to socialize can be met by participating in activities other than sports.

Positive experiences can't be dictated by winning alone. A poorly-run program can kill a student's desire to excel at a very young age.

Question: What is the WIAA doing to become involved in monitoring and regulating middle school athletics?

Answer: The WIAA, celebrating its 100th year of existence, is at a crossroads with the question of middle school interscholastic governance. The Department of Public Instruction in the early 1960s asked the WIAA to become actively involved in this area. A committee, jointly convened by WIAA, DPI, and the Wisconsin Association of Middle Level Educators, has recommended a number of changes to strengthen the

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middle level voice within the WIAA structure. The proposed changes, which will be voted on in April 1996, include the creation of a Junior High/Middle Level Advisory Council of seven district or building administrators, one from each of WIAA's seven elector districts. The Council will be given a higher level of autonomy to promptly address this issue than has ever been granted any internal committee in the past.

Question: Statewide, where do you think WIAA involvement with middle level education is headed?

Answer: The WIAA senses frustration from member and non-member schools about the organization and management of athletic programs not directly affiliated with a school. Some non-school programs have practices in effect that would not be tolerated within our membership of grade 9 to 12 schools. Perhaps the WIAA now needs to focus more on the management and development of middle level programs than high school programs.

Through amendments in the WIAA Constitution, we are trying to bridge the gap that separates our member and non-member schools at grades 6 to 8. If we can do this, all students will be offered the chance to participate in appropriate athletic programs that enhance the physical, mental, emotional, and social development of our young teenagers and foster security, support, and success for all middle school participants.

Mr. Chickering submitted the above thoughts in response to a request from DPI staff.

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Brodhead Volunteers Champion After-School Learning

Most children at Brodhead's Albrecht Elementary School head home after the final bell rings.

However, nearly 50 students don't Tuesday and Thursday. Instead, they stay behind to read, or engage in drama with the help of community volunteers.

Gwen Youngblood, a retired elementary teacher who taught for 39 years, began The Kids Club for Reading a year ago for second-, third- and fourth-graders. She added a drama club, which involves reading from scripts, for fifth-graders this year.

She cited the need for children to read aloud and to have someone read to them as well. These days, grandma and grandpa live far away or in different neighborhoods and kids don't have the opportunity to read or to be read to, she added.

She recruited 16 volunteers and four or five substitutes. Most are retired and some are former teachers.

Youngblood admitted she was apprehensive about the club at first.

"I didn't know how children would react, but after they started, they just loved it," she said.

Forty-five students presently stay the extra hour twice a week to meet with the volunteers. Before breaking into groups of two or three children per volunteer, they sit down to a snack of peanut butter sandwiches, donated by the Brodhead Lions Club, and milk, provided by Brodhead Optimists.

Results have been promising, according to Youngblood.

She said parents and teachers alike have praised the group's work and added the students are more interested in books and maybe don't watch as much television.

They have also shown improved attitudes in classrooms, she said.

Fourth-grade teacher Joy Black has also noticed a difference.

The students "read more, at school and at home," she said. "It's helped bring some reluctant readers out of their shells. They experience success and that helps."

Black described the after-school program as "informal, less structured and more relaxed," since it is done in a small-group setting.

"We've had wonderful responses from parents," Black said.

Students have also responded well, as many of this year's third-graders have carried over from last year, when they entered the program as second-graders.

The successes of the program are not limited to reading. Youngblood said the interaction between volunteers and children has formed a relationship.

"Some of the kids said they didn't know old people were so nice," she said.

"They feel they are needed and have some purpose in life," she said.

Elma Baxter said she enjoys it.

"It's a lot of fun working with these little ones," she said. "It's good to be with the children. Children always do something for me. They make me feel younger and keeps me interested in other things."

Students are referred by teachers for the club. Youngblood characterized them as needing extra attention.

"Most of these kids are ones who don't get extra help," she said.

The drama club added this year began the same way but has been opened up as room allowed to accommodate others who showed an interest.

The drama group will present a performance Feb. 29, under the direction of high school instructor Don Mueller, Youngblood said.

Della Ens, a parent-volunteer, helps drama club members with reading.

The volunteers provide children with two sessions per year. The first ran from October through Thanksgiving; the second began Jan. 23 and ends March 21.

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Reading materials, including books, tape recorders and tapes, belong to the club, Youngblood said. Local businesses have provided donations and the club received a learning foundation grant through the Brodhead teachers union.

Youngblood said volunteers can come from any community and more are welcome. The club's task force is comprised of Youngblood, Mueller, Virginia Schultz, Sylvia Border, Karen Nenneman, Nancy Blakeslee and Albrecht Principal Greg Wells.

Though the program is held in the school, it is run and financed by volunteers. Yet, it has the full approval of Wells.

"It's been a dream of mine to see the community and school work hand in hand," he said. "Through the volunteers themselves, this is happening.

"I believe success builds success," he added. "Our students are feeling success. Our volunteers are also receiving a benefit from their association working with these kids. It's exciting when a community cares enough that people will come out and work with children on their own time as volunteers."

Starting an After-School Learning Program

Fourth-grade teacher Joy Black, Brodhead, offers the following tips to schools thinking about starting their own volunteer-based programs after school to help children learn:

- Focus on academic enrichment. Parents, teachers, and community members will find it easy to support a program that helps children learn and adds to the school curriculum in an enjoyable and different way than during the school day.
- Examine your own school's programs and address areas that need improving such as reading, writing, or mathematics.
- Involve parents and community members in planning the goals of the program and how it will operate. They will be a valuable source of contributions—of ideas, enthusiasm, volunteer hours, and budgetary or in-kind considerations.
- Contact the retired persons in your community. Their time, energy, and love can be the sustenance for your volunteer efforts.

This story originally written by Andy Oliver for the Monroe *Evening Times*.

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15 Ways to Help Children Feel Good About Themselves

Catch your child being good. Give your children praise, recognition, a special privilege or increased responsibility for a job well done. Emphasize the *good* things children do..

Take your child's ideas, emotions, and feelings seriously. Children develop positive self-esteem and feel good about themselves when they are treated with respect.

Define limits and rules clearly. It is important to consistently enforce limits and rules, but do allow some leeway for your children within these limits.

Be a good role model. Let your children know that you feel good about yourself. Let your children know that you also make mistakes and learn from them.

Teach your children how to deal with time and money. Help your children spend time wisely and budget money carefully.

Have reasonable expectations for your children. Help your children set reasonable goals so they can achieve success.

Help your children develop tolerance toward those with different values, backgrounds, and cultures. Point out other people's strengths.

Give your children responsibility. Children feel useful and valued when given responsibility.

Be available. Give your children support when they need it.

Show your children that what they do is important to you. Talk with your children about their activities and interests. Go to their games, parents' day at school, drama presentations, and award ceremonies.

Express your values. Describe the experiences that determined your values. Talk about the decisions you made to accept certain beliefs, and explain the reasons behind your feelings.

Spend time together. Share favorite activities.

Discuss problems without placing blame or commenting on a child's character. If children know there is a problem but do not feel attacked, they are more likely to help look for a solution.

Use phrases that build self-esteem. Say, "Thank you for helping," or "That's a good idea!" Avoid phrases that hurt self-esteem such as, "Why are you so stupid?" or "How many times have I told you?"

Show your children how much you love them. Give your children lots of hugs. Tell your children they are terrific! Find ways to tell them you love them every day.

From The Children's Trust Fund, 110 E. Main St., Madison, WI 53707, (608) 266-6871

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Ready, Set, Go!

Setting Goals for the School Year with Students and Parents

Sally Miller, fourth grade teacher at Country View Elementary School, Verona, keeps it simple. She schedules a 20- to 30-minute session with each child and at least one parent before school starts. Often, siblings or friends come along to play during the meeting.

Most sessions are held in the classroom, but some families feel more comfortable if the teacher visits their home. Sally takes notes on a simple form she's developed and encourages parent and child to respond individually to each of four areas. There is no rigid format for the session. The goal is for parent and child to get to know the teacher and establish open, friendly communications for the year.

A Great Way To Start

"It really gets us anchored around the child, how he or she learns best, and what the parent can do at home to support what's happening in the classroom," Sally said. "It's the springboard for all other communications during the year and it eases the home-school relationship right away."

Sally said her role to listen, not evaluate, is a role that might take teachers a little getting used to. "I just encourage the child and the parent to talk. I don't fill in the quiet times, but just let conversation happen. You learn a lot about family dynamics and how the child fits in the family."

An important part of each session occurs at its close. Sally takes a photograph of the child, the parent, and other family members or friends who came along. She displays the photographs on a "Let's Work Together" bulletin board in the classroom that stays up all year.

"This brings family into the classroom. It reminds us where we came from and what's important, and it's really a significant part of the whole goal-setting process," she added.

Following are the four general areas Sally talks with child and parent about, taking notes as they talk.

Strengths, talents, and interests. What is the child good at? What does he or she enjoy doing? Make sure both child and parent have a chance to respond.

Friends. Shows the child a class list and asks if he or she has any friends among the names. The information may help when forming cooperative groups. Sometimes, concerns about a child's isolation or aggressive behavior may arise.

Concerns. This is a good time to discuss any problems—academic, social, or behavioral—that the child is experiencing or that occurred the previous year.

Goals. The child and parent together set two or three goals—academic, social, or behavioral—to aim for during the next semester. The goals encourage students to think about what areas they would like to improve and what responsibilities they will take to make that happen.

Parents also are encouraged to discuss specific actions they will take to encourage that improvement. For instance, a student who wants to improve in spelling may decide that she should study it more frequently and dad may pledge to review spelling words with the child or purchase a dictionary for her use.

The goals are written into a "Friday Folder," a folder the student takes home every Friday so parents can review the child's learning activities and performance that week. The teacher encourages parents to write comments or questions in the folder every week and to review their mutual goals. Students evaluate their goals at the end of the grading period by reflecting and writing about how well they met their goals.

For Consideration

- Teachers also may want to ask the child and parent, "What would you like to learn more about this year?"
- During the meeting, Sally places on the table a parent volunteer poster and has parent sign-up sheets available for activities they'd like to be involved with: leading a Great Books reading group, assisting in the computer lab or with a drama production, planting a prairie area near the school, and others.
- Sally has found that scheduling the goal-setting sessions with parents by telephone is more efficient than through a letter mailed home.
- Some teachers schedule their goal-setting sessions with parent and child during the first two weeks of the school year, but doing it before the school year gives parents a chance to talk about any serious concerns in a more relaxed setting than the first day of school.

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Goal Setting Plan

by Parent, Teacher, and Student

Goal Setting Plan

For: _____
(Student's Name)

Developed on: _____

Reviewed on: _____

The purpose of goal setting is to assist with communication and planning of the student's learning experiences.

1. Areas of demonstrated strength or ability. Things I am good at in school:

2. Things I am good at outside of school:

3. Things I would like to learn more about:

4. I learn best when:

Goals

Academic

Behavioral (optional)

To help me accomplish these goals:

I will _____

My parent(s) will _____

My teacher(s) will _____

The following agree by signature to support these goals:

_____ Student	_____ Parent(s)	_____ Parent(s)
_____ School Representatives	_____ School Representatives	_____ School Representatives

Contributed by Heidi Carvin, Principal, Country View Elementary School, Verona.

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Be Kind to Animals

Ten Things Children and Families Can Do

May 5-11, 1996, has been designated by the American Humane Association as Be Kind to Animals Week.® Here are ten ideas families can use to celebrate the week and help instill in children lifelong habits of kindness and respect for their animal friends.

Play with your pets. Just like you, animals like to play every day. Play ball with your dog or throw a piece of paper on the floor for your cat. Rabbits and guinea pigs need love and attention, too. And hamsters sleep during the day, but especially enjoy playing during early evening hours.

Give cats time out. Cats may run from you when you try to pet them because they need more sleep and more time alone than dogs do. But don't worry—cats are very loving animals and yours will come back to you when he or she wants attention again.

Use the gentle touch. Just like you, pets like some quiet time to relax. Even if your pet acts as if she doesn't want to play, she may like to be touched in a gentle way. Pet or brush your dog, cat, or rabbit while you are reading or watching television. Even gerbils like to have their backs and ears gently scratched.

Birds get lonely, too. Birds like to be around people. Place your bird's cage wherever your family spends most of its time in your house; for example, in the kitchen or the family room.

Give your pet only pet food. Snacks are for kids only. Did you know that chocolate can be poisonous to dogs, and that milk can give your cat a stomach ache? Make sure that the food you give your pet is an approved food for him.

Keep your fish comfortable. The water in your fish tank should be kept at the same temperature all of the time. Keep your fish tank away from drafts or sunlight which can cause the water to change temperature.

Befriend a wild bird. Set up a bird feeder to help wild birds during the winter months when food is scarce. Bird feeders make wonderful observation points for children. How many birds come to visit? Do they like the seed? Do they travel in flocks or alone?

Watch, but don't feed, the squirrels! Squirrels, raccoons, and other mammals can take care of themselves and don't need handouts. They can become dependent upon you as a food source. Instead, watch them closely. Keep a journal on how they find food in their natural habitat and what changes you notice in their behavior as the seasons progress.

Visit a nature center to see animals in their natural habitats. In the spring, many orphaned or injured baby birds and mammals arrive at wildlife rehabilitation centers. Many centers invite children to tour the centers, or even serve as volunteers who assist in caring for the animals.

Join a group that protects the tropical forests, manatees, whales, or other endangered species. Or, form your own Be Kind to Animals Club. Talk to your parents, friends, and teachers about how you can help all kinds of animals.

Adapted from an article by the American Humane Association, 63 Inverness Dr. East, Englewood, CO 80112-5117. For more information, write or call the AHA at (303) 792-9900; fax (303) 792-5333.

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Tips for Teachers:

Involving Hard-to-Reach Parents

Schools reporting success in reaching the hard-to-reach parents (those who do not attend school events regardless of any efforts or invitations) are succeeding by "taking the schools to the community."

Hard-to-reach parents are not confined to inner city, ethnic groups, or to poverty-level parents. They are found in all geographical settings.

Some ideas for outreach activities are:

Hold coffee klatches with groups of parents in their homes. Communication can take place in a non-threatening setting. Start with the positive aspects of the school and be honest in responding to questions and challenges.

Be available to parents at local sites. Principals, the superintendent, and board members take two hours on one Saturday each month, on a rotating basis, to make themselves available to parents at local sites—church, supermarket, union hall, or community center—wherever parents gather. Let parents know you will be there and want to meet them and answer their questions.

Offer transportation to school activities you would like parents to attend and provide baby-sitting facilities.

Go to the churches, synagogues, or other places of worship. Work with the clergy in setting up opportunities for parents and community residents to talk about the schools and ways to help students. Ask the clergy for support and suggestions. (Send copies of your district and/or school building newsletter for distribution at places of worship.)

Locate community leaders and invite them to help you communicate with hard-to-reach parents. Develop a special neighborhood network by inviting these leaders to be your "key communicators" and share with you the concerns of parents. Ask these leaders to help you survey the parents to determine their needs.

Offer programs to meet parents' needs and those of other members of their neighborhood or community. These may not always be school oriented. Working to improve housing or providing day-care facilities or recreation activities in community centers may be the first step in reaching hard-to-reach parents and letting them know you care.

Provide school representatives, or recruit community volunteers who are fluent in the language of ethnic groups. Offer English classes as well as parenting classes to help these parents help their children. Hold these in locations and at times convenient for them.

Offer to hold parent–teacher conferences in the neighborhoods—churches, youth centers, and so forth.

Make sure your school projects warmth and concern for parents and students. Customs, expectations, and "drum beats" differ. It is the school leaders' challenge to find the proper vehicles and approaches for communicating with and involving hard-to-reach parents to help them help their children.

Ask them the best ways to reach them. Any time you have a group of hard-to-reach parents together, ask them what are the best ways to communicate with them. What are the best locations and times for them to meet? How do they want to receive information about their child and the school?

Source: Dr. Santee Ruffin in *Helping Parents Help Their Kids*, from the National School Public Relations Association. This article was originally printed in *It Starts on the Frontline* (Feb. 1996). The National School Public Relations Association, 1501 Lee Hwy., Ste. 201, Arlington, VA 22209, (703) 528-5840.

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Parent Advocates Can Help Schools Reach Everyone

How can schools ensure that all parents feel welcome at conferences? How can schools maintain open lines of two-way communication with all parents? How can they help parents and teachers to focus on the needs of the child, especially during meetings that may be emotionally charged?

Parent advocates—people who attend school meetings with a parent to talk about the student's needs—can be a simple and useful way for schools to extend a special hand of care and welcome to parents.

Who can be a parent advocate?

A parent advocate can be a friend, a former teacher, or another staff member such as a counselor or Title I director. Some schools offer training sessions for parent advocates and other schools simply let parents know it's okay to bring someone else to a meeting about their child.

In a most basic sense, the advocate is there to act as another set of eyes and ears for the parent. The advocate's less intense involvement with the child may allow her or him to ask questions to clarify a point, serve as an interpreter, or be there after the meeting to talk with the parent about what he or she heard.

As one parent commented, "As soon as I hear a teacher say something bad about my son, I have a knee-jerk emotional response and tend to block out everything else. From that point on, I can't hear anything else. I lose any good intentions I went in there with and leave angry at my son, angry at the teacher, and feeling that everything is just hopeless."

What are the benefits of having parent advocates?

Parent advocates facilitate communication and understanding between home and school. A parent advocate may see things differently than a parent. He or she may hear the teacher mention the child's strengths in addition to areas that need improvement. He or she may understand educational lingo or terms unfamiliar to the parent, or help the parent compose a list of questions she or he would like answered during the meeting or at a follow-up meeting.

Parent advocates help parents feel as if they are not alone in tackling the awesome responsibilities of raising and educating a child. As one teacher commented, "Teachers often bring their own advocates to parent meetings, often the principal or a fellow staff member. Most of the time, the parent has no one unless they bring their spouse along."

Parent advocates can play a special role in welcoming parents of a different culture or those who feel uncomfortable in a school environment. Whether the advocate is a friend the parent brings along for support, a former teacher who the parent feels knows her or his child well, or an interpreter supplied by the school, schools may find that some parents are more willing to come to the school building for a meeting if they know an advocate will be there with them.

How can a Parent Advocate Program be started?

Get the word out—repeatedly and in many different ways. Remember the "Rule of Seven": schools that make an announcement seven times in seven ways are likely to have most of their parents see that announcement at least *once*. School newsletters, library bulletins, the local newspaper, church bulletins, community cable channels, and announcements at school meetings are all good ways to let parents know that they are welcome to bring an advocate with them.

Explore the possibilities of working with your Title I program. Title I funds can be used to train parent advocates, whether they will serve as interpreters, already work for a local community or social services organization, or are neighbors or church members interested in volunteering. Parent advocates trained

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with schoolwide Title I funds can serve all parents of students in the school building.

Many special education programs have also used parent advocates for years. Become familiar with their efforts to recruit and train advocates.

Involve your local Parent Advisory Council or Action Team in planning and carrying out your parent advocate efforts. Such councils or teams can be a great source of support in promoting the need for parent advocates, disseminating information about the program, and helping recruit or train volunteers.

Learn about the needs of families and teachers. Involve them in planning the program before it begins. Find out how parent advocates could most effectively serve parents and teachers. Is there a need for advocates at the middle or high school levels? In some schools, parent liaisons go door-to-door in neighborhoods inviting parents to attend school meetings.

Reach out to other groups in the community who already work with families. Explore how your school can work with their existing network. Youth organizations, libraries, civic and community service groups, and churches often work with parents in a variety of ways and may be a real help in reaching all parents or locating individuals already trained to serve as advocates.

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Book Review

How to Talk So Kids Can Learn at Home and in School

by Jane Grinde
Director of School and Community Relations, DPI

As a parent, I'm sold on the "how to talk so kids will listen and listen so kids will talk" philosophy, although I admit that I am far from achieving the ideal. Now those wonderful authors, Adele Faber and Elaine Mazlish, have another book out: *How to Talk So Kids Can Learn at Home and in School.*

The word "respect" comes through loud and clear throughout the book. Even the wonderfully readable format of the book respects us as busy people. The book's philosophy focuses on solving problems rather than assigning blame. It focuses on expecting people to succeed and to *want* to succeed rather than emphasizing failure.

"In a caring relationship, there is no room for punishment," says Mazlish. The distinction is clearly made between discipline and punishment. "Punishment teaches children that they are incapable of thinking for themselves. Instead, discipline helps children to see themselves as problem solvers."

Another wonderful parenting expert, Dorothy Calloroso, proclaims, "There is no problem that is unsolvable." She makes the distinction between reality and problem. You can't change reality, but you can do something about the problem that results from the reality. For example, if the reality is that your child is receiving failing grades, the problem may be that your child is unmotivated. By changing the problem, you'll change the reality.

People of all ages don't need to be reminded about what they did wrong, she adds. In fact, constant reminders about our failures and weaknesses is counterproductive. We live up to and down to the expectations that people have for us.

How to Talk So Kids Can Learn at Home and in School features conversations among teachers, for the most part. Parents and children join in, as well. Identifying kids as troublemakers leads to trouble. Identifying kids as problem solvers and as having control over their behavior leads to positive results.

Lots of examples are used throughout the book. The reader is constantly reminded that feelings need to be acknowledged. My own kids remind me that they can't deny their feelings. They certainly can change their feelings, but it's lots harder to change feelings when you have a parent yelling, "How can you possibly feel that way?"

By acknowledging our children's feelings, we aren't agreeing with them. We are showing respect for them. We can show them the consequences of negative feelings, but to deny they have those feelings doesn't do any good. Helping our children put their feelings into words, rather than unproductive actions or reactions, is one of the most important things we can do.

If I had the power, I would make *How to Talk So Kids Can Learn at Home and in School* required reading for all teachers and parents. And then I'd require them to re-read it!

Adele Faber and Elaine Mazlish, *How to Talk So Kids Can Learn at Home and in School* (New York: Rawson Associates, c. 1995).

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Partnership–2000 Network Offers Help for Schools

The way schools care about children is reflected in the way schools care about the children's families. If educators view children simply as students, they are likely to see family as separate from the school. That is, the family is expected to do its job and leave the education of children to the schools. If educators view students as children, they are likely to see both the family and the community as partners with the school in children's education and development. Partners recognize their shared interests in and responsibilities for children, and they work together to create better programs and opportunities for students.

Source: "School/Family/Community Partnerships: Caring for the Children We Share," by Joyce Epstein, *Phi Delta Kappan*, May 1995.

Research suggests that effective family–school–community partnerships can be established in as little as three to five years. But it takes a commitment from the school.

What is family–school–community partnership? According to the National Education Goals 2000 Report, "The term 'family–school–community partnership' implies shared responsibility between home and school." As advisors to the Goals 2000 Panel have pointed out:

> Earlier emphasis on parent involvement put the burden on parents to figure out how to become involved in their children's education. Recent emphasis on "school, family, and community partnerships" puts some of the burden on schools to create effective programs to inform and involve all families. The term "partnership" recognizes the equal status of families and schools in their shared responsibilities for helping schools to develop and maintain high quality programs.

So, what's a school to do? What's the school district to do? Frankly, the first step is to make the commitment to establish effective family–school–community partnerships. That commitment must include the support of the school principal and allocated staff time. If a school can allocate staff time and has the support of the principal, there's no reason not to accomplish partnerships. Lots of resources are available, some simply for the asking. Others take a little more work.

The Wisconsin Department of Public Instruction wants to help school communities make the creation and success of partnerships more manageable. Therefore, the DPI has made a commitment as well. State Superintendent John T. Benson has allocated resources, both federal Title VI and Goals 2000 funds, to help schools and school districts. The DPI Family–School–Community Partnership Team focuses its efforts on the framework for participation, based on the research of Joyce Epstein, co-director of the Center on Families, Communities, Schools, and Children's Learning at Johns Hopkins University. She is also director of the National Network of Partnership–2000 Schools. The framework gives schools something to start from and build on, based on their local needs.

With a special invitation from Epstein, the DPI joined the National Network of Partnership–2000 Schools and is committed to working with schools and districts to help them establish partnerships. The DPI will provide technical assistance to the schools through workshops, mini-grants, resource sharing, networking, and resource and planning guides. The DPI will model behavior that promotes partnerships and enables its employes to be partners with their children's

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schools as well. To that end, the DPI has established itself as a learning community. The DPI encourages its employes to take advantage of learning opportunities and to volunteer in schools, libraries, and child-care centers.

The DPI encourages schools to enhance opportunities for families to learn and participate in the education of their children by welcoming families into the schools. Parents and other community members in the school change the culture of the school. One of the ways schools can do this is by establishing family–community resource centers in their buildings that serve as meeting and "working" places for volunteers.

To serve as an example, the DPI proposes establishing a family–community resource center that will be linked electronically to all schools. It would serve as a resource center on families and family–community participation in the schools. Educators could learn about programs that work and share their successes. Parents and other citizens could learn about volunteer opportunities, parent education programs, and many other resources. The DPI center would be connected to the state Reference and Loan Library, and serve as the headquarters for the DPI Web page on family–community–school partnerships. A fiber optics network would be established with access to a computer Web page and to WISCAT.

Schools and districts, as well, are invited to join the National Network of Partnership–2000 Schools. The goal of this initiative is that by the year 2000, each school in the network will have in place a permanent and positive program of school–family–community partnerships. *Districts* and *states* join with the goal of assisting increasing numbers of schools to develop productive connections with families by the year 2000. Each school will tailor its plans and practices to its own needs and interests.

Members of the network will work with the Center on Families, Communities, Schools, and Children's Learning at Johns Hopkins University for at least three years to improve connections with students, families, and communities. *There is no membership fee* to join the network, but states, districts, and schools must meet a few requirements, which are outlined below. The Wisconsin DPI has already joined and is a contact for Wisconsin schools and districts.

At the SCHOOL level, each Partnership–2000 School will:

Create an Action Team for School, Family, and Community Partnerships. (Required) The team may be given a local name, but it must be identifiable as the school's "action arm" for improving partnerships, and it must be supported by the school's principal. The leader of the Action Team is the key contact person for the national network.

Use the framework of six types of participation (the school house) to plan and implement a program of partnership. (Required) Each Action Team for Partnerships will take stock of where its school is starting from on each type of involvement, plan where the school would like to be in three years, develop a three-year outline and one-year detailed plan including activities for all six types, and set to work.

Allocate an annual budget for the work and activities of the school's Action Team. (Required) Funds may come from school, district, state, federal, or other programs that support the involvement of families. The budget may include the salary of a master teacher or coordinator, planning time, supplies and materials, refreshments, stipends, and other program costs.

At the DISTRICT level, each Partnership–2000 District will:

• Assign one full-time-equivalent (FTE) facilitator to work with ten to 25 schools to create their Action Teams for Partnerships, develop and implement their plans using the framework

of six types of involvement, and share activities. The facilitator serves as the key contact to the national network. (Required)

- Allocate an annual budget for the work and activities of the district staff. (Required)
- Create a Department of School, Family, and Community Partnerships. (*Optional* for large districts)

ALL PARTNERS in the National Network of Partnership–2000 Schools will communicate semi-annually with this center to share plans and progress. (Required)

To assist you with your work, the Partnership–2000 Schools Center will:

- Issue a **certificate of membership** to each school, district, and state in the National Network of Partnership–2000 Schools.
- Supply a **notebook/manual** to school, district, and state leaders to guide their work with their Action Teams in all schools.
- Conduct **annual training conferences** at Johns Hopkins to bring together the key contacts from the schools, districts, and states in the National Network of Partnership–2000 Schools.
- Distribute an **annual newsletter** to share examples of good practices and guidelines for continuous progress in program development. Members will be invited to contribute to the newsletter in the Semi-Annual Update forms.
- Provide **on-call** and **e-mail assistance** from this Center's staff to the Key Contact leaders to address questions about their work with their schools' Action Teams for Partnerships.
- Chart the **progress of the network**, including the growing number of states, districts, and schools that are working to improve partnerships in all schools and with all families by the year 2000.
- Offer **research and evaluation opportunities** to participating schools, districts, and states to learn about the processes and effects of partnership. Annual themes for within-site and cross-site data collections will be announced. Participation is optional.

The National Network of Partnership–2000 Schools is open to all states, districts or intermediate units, and schools that agree to the required components. Members may add other creative components to expand their programs. Schools may be part of other reform initiatives or working on national, state, or local guidelines for partnerships. For example, Partnership–2000 Schools will be able to meet mandates for family involvement in Title I or fulfill the guidelines for goal 8 of the National Education Goals 2000.

Partnership–2000 is not an "extra" program, but offers a research-based framework and strategies to help any school organize productive school–family–community partnerships. Most educators aim to improve connections with all families, but most have not yet met that goal. Research indicates that it takes from three to five years to create and maintain a permanent, positive program of partnership that assists students, strengthens families, and improves schools. It requires commitment.

The Partnership–2000 initiative is supported by grants from the U.S. Department of Education to Johns Hopkins University's Center on Families, Communities, Schools, and Children's Learning and Center for Research on the Education of Students Placed at Risk (CRESPAR), and by a grant from the Lilly Endowment.

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The Resilient Student

Building a Network of Protective Factors in Communities, Schools, and Families

Resiliency. The ability to meet high expectations in spite of challenges or obstacles; the ability to resist or overcome factors that could threaten the ability to learn.

Resiliency building. A proactive, protective process for empowering students to meet barriers head-on, cope with them, overcome them, and proceed to productive adulthood; activities that strengthen positive conditions instead of focusing on the risk factors that can make children vulnerable.

Common characteristics of resilient students:

- social competence
- problem-solving skills
- autonomy
- sense of purpose

Caring and Support	• Provide support to families and schools. • Promote and support social networks. • Provide resources necessary for healthy development.
High Expectations	• Provide high expectations for academics and behavior and clear norms for families and schools. • View youth as valued resources, not problems. • Establish and support norms favoring positive behaviors among youth (non-use of alcohol and other drugs, nonviolence, school success, and so forth).
Opportunities for Participation	• Encourage active participation and collaboration of families and schools in the community. • Create opportunities (for example, service learning projects) for youth to contribute to the community and to serve others.

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• Create a nurturing climate where staff serve as positive models. • Provide support and mentoring to students.	• Establish close bonds in infancy. • Guide with high warmth and low criticism. • Establish a sense of basic trust. • Be supportive and affectionate.
• Expect success of *all* children. • Offer the support needed to achieve success. • Provide a variety of alternative resources. • Challenge students academically. • Foster autonomy. • Avoid negative labeling.	• Expect success. ("I know you can do it; I won't give up on you.") • Provide structure, discipline, and clear rules. • Provide stability and meaning through a sense of purpose and future.
• Give students responsibility in classes and in the school environment (for example, class leadership roles). • Offer cooperative learning experiences. • Provide a variety of opportunities for participation. • Provide opportunities for students to take part in *meaningful* activities.	• Provide opportunities for children to participate and contribute to the family in meaningful ways. • Give children responsibilities.

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Resiliency and Student Success

Social competence, problem-solving skills, autonomy, and a sense of purpose of future are the four characteristics commonly used to describe a resilient student. The behaviors associated with these characteristics also translate to student success.

A Socially Competent Student:

- ★ Gets along with others, even those of differing beliefs and backgrounds
- ★ Works well alone or in a group
- ★ Controls impulses and feelings
- ★ Exhibits self-control and self-discipline
- ★ Respects self and others
- ★ Respects school and classroom rules
- ★ Helps others
- ★ Understands and respects the feelings of others

A Student with Problem-Solving Skills:

- ★ Plans and organizes
- ★ Processes strategies and makes adjustments when needed
- ★ Tries again when strategies are not successful
- ★ Displays imagination and creativity
- ★ Displays initiative
- ★ Displays a critical consciousness
- ★ Controls anger and impulses
- ★ Understands choices and consequences

A Student Who Has a Sense of Autonomy:

- ★ Takes responsibility for actions and behaviors
- ★ Feels some control over what happens to him or her
- ★ Recognizes positive traits within self
- ★ Takes pride doing something well
- ★ Feels unique
- ★ Internalizes ideas and information

A Student Who Has a Sense of Purpose and Future:

- ★ Sets realistic, attainable short- and long-term goals
- ★ Develops and adheres to a realistic plan for accomplishing goals
- ★ Delays gratification
- ★ Feels things can and will be better
- ★ Expects success from self
- ★ Is motivated by success

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Testing Should Help Learning—Better Ways to Assess Students

by Phyllis Bursh

Imagine a music teacher holding auditions for your school band. The teacher announces she will give everyone a multiple-choice test that asks questions about music. The top ten scorers will make the band. The students spend hours every day looking at old tests, learning test-taking tricks, and memorizing music trivia. Some days they have a little time left to pick up their instruments and practice.

Now, imagine a second-grade class about to be evaluated on reading. Three months before the test, the teacher begins drilling the class on practice questions during the hour a day previously used for reading books. The children learn test-taking tricks and practice on short passages with multiple-choice questions at the end. The teacher encourages the students to keep reading books at home when they can.

Impossible scenarios? Yes, if we are talking about band tryouts. No, if we are talking about many of our schools. Children are evaluated and decisions are made about their futures on the basis of standardized test scores, not how well they perform on real tasks. Too often, teachers fit their teaching to the form of the tests and emphasize only the content that appears on exams.

The failings of tests

The reliance on multiple-choice, machine-scored standardized tests has damaged American education by turning our schools into test-coaching programs. Not only are these tests narrow and often inaccurate measures of ability, many also are biased against girls, students of color, recent immigrants, students whose primary language is not English, and students from low-income families.

Using one test to make important decisions, such as program or classroom placement or graduation, is a serious misuse that even most test makers warn against. This practice risks mistakes with grave consequences for individuals. Many states and districts, however, mandate that students pass a test to graduate. That test score overrides years of evaluation by teachers and schools, undermining both teacher professionalism and local control.

Moreover, using tests in this way heightens their importance. The multiple-choice format is incompatible with how children learn. It encourages a kind of teaching in which passive children are expected to absorb isolated bits of information. However, learning is an active, social process. Through narrowing and "dumbing down" schoolwork, these tests deny many children a good education.

Performance assessments

Since traditional tests do not support high-quality teaching and learning, other methods must be used—such as performance assessments. These evaluate students on whether they can understand and use knowledge, not just perform well on a test. Since the late 1980s, performance assessments have gained

What Parents Can Do

- Learn about the types of tests and assessments used in local schools. Ask "What kinds of tests are given in what grades?" and "How are the results used?"
- Request that all reports be based on clear, objective, academic standards, not on a student's relative rank in a given class, or amongst a given number of other students.
- Educate teachers about your children. At the beginning of the year, give teachers information on your children's interests and strengths, and what learning methods work best for them.
- Ask teachers how they plan to work with your children.
- Request written reports from teachers on your child's learning, rather than just letter or number grades.
- Ask to see samples of your child's work. Also ask to see examples of different quality work, to see what's considered good, poor, and excellent.
- Participate in your PTA and encourage your local school and school boards to use alternative assessments.

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increasing attention. Their use is now being implemented at all levels, from classroom to state, in many communities across the nation.

Performance assessments assume that we should evaluate students based on how they actually perform tasks and demonstrate knowledge of the material we want them to learn. If we want schools to teach students to write well, then students should have different types of their actual writing assessed to determine their ability.

Performance assessments can include these sorts of items:

- portfolios of student work
- records of teacher observations
- exams with complex problems where students must show their work and explain how they arrived at their answers
- essays
- hands-on science experiments, exhibitions, and projects

These methods can support greater learning in each subject area. They help teachers work better with each student. They also can provide many types of information, so decisions about students are not based on one limited test score. Basic skills are used and demonstrated, but are no longer ends in themselves.

Assessment reform

The continuing education of teachers is an essential part of assessment reform. Research shows that giving teachers a role in the creation of performance assessments is an important part of general teacher education, and also helps teachers learn to use them.

Schools need assessment systems that not only improve teaching and learning, but also provide useful information about the progress of both individual students and entire school programs. Reports on student learning should be one part of comprehensive reports on schools. Information about this progress is also required at the district and state levels to demonstrate accountability. These larger accountability programs must support—and not undermine—student learning and assessment in the classroom.

The more parents, families, and communities are included in the process of assessment reform, the better the results. For example, parents can review assessments and assessment tasks to ensure they are suited to school standards and meaningful to students. They can even participate in the scoring of some assessments. Families and communities can support the shift to performance assessment as a good way to improve their schools.

The PTA on Testing

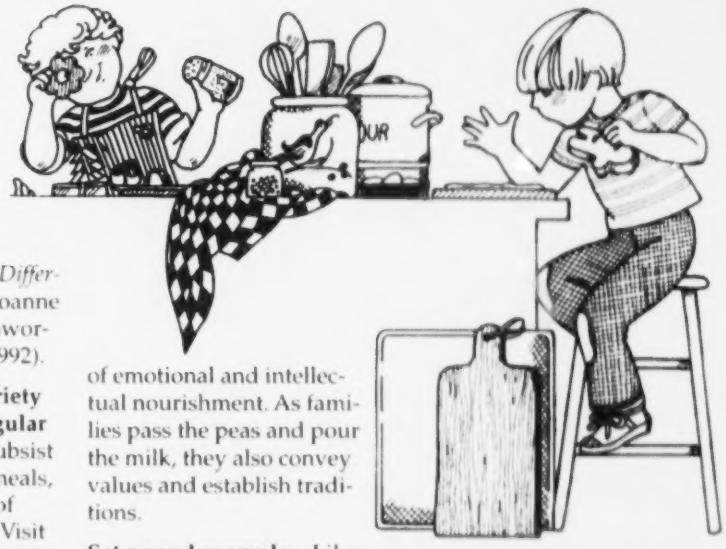
The National PTA first adopted a position statement on student assessment and testing in 1981. The PTA believes the goal of all testing and assessment should be to improve teaching and increase learning, and that "at no time should a single test decide a student's academic or work future." For a complete copy of the position statement, contact your state PTA office.

The PTA has also published, in cooperation with the Educational Testing Service, *What Every Parent Should Know About Testing*, a four-page reproducible brochure available for $1 to members, $3 to nonmembers, from the National PTA Catalog by calling (312) 549-3253.

Phyllis Bursh is a policy advocate for the National Center for Fair and Open Testing (FairTest). For information about ordering its publication, *Implementing Performance Assessment: A Guide to Classroom, School and System Reform*, and other related publications, call FairTest at (617) 864-4810; or fax (617) 497-2224. Reprinted with permission from *Our Children*, the National PTA magazine (Nov.-Dec. 1995).

Tips for Parents:

Ten Steps to Healthy Eating



When children receive consistent messages about nutrition and health, they are more apt to form positive lifetime habits. Use the following tips for parents on menu backs, reproduce as a handout to pass out at parent meetings, or send home with students.

Allow your child to make choices about what and how much to eat—To foster healthy attitudes toward food, children—even the very young—must learn to listen and respond to their bodies. Given a selection of healthful foods, kids have an amazing ability to regulate their diet.

Giving kids choices, however, doesn't mean a free-for-all with food. The parent still holds the job of planning which foods will be served and when. But once the food hits the table, the choice of what or even whether to eat rests with the child. The definitive source on this subject is Ellyn Satter's *How to Get Your Kid to Eat...But Not Too Much* (Bull Publishing, 1987), available at most libraries and bookstores.

Help your child develop a positive body image—When she complains about being too fat, skinny, short, or tall, emphasize the goodness about her body. Assure your child that people come in all different colors, shapes, and sizes. There is no one "best" way to look.

A good reference on this topic is *Am I Fat? Helping Young Children Accept Differences in Body Size*, by Joanne Ikeda and Priscilla Naworski (ETR Associates, 1992).

Introduce a wider variety of foods into your regular diet—Most families subsist on the same 10 or so meals, in spite of thousands of foods to choose from. Visit grocery stores and specialty produce markets with your child. Each week, choose a new grain, legume, fruit, or vegetable to try. Experiment with new food combinations, such as yogurt, cereal, and fruit mixtures; nonfat ricotta cheese spread on a blueberry pancake; or a baked potato topped with salsa and lowfat cheddar cheese.

Involve your child in the kitchen—Even though many kids are left to their own devices for some meals and snacks, they often lack basic cooking skills. It's true that cooking with your child may initially add time, mess, and confusion. But you'll eventually appreciate both the extra set of hands and your child's growing self-sufficiency.

Make family meals a priority—Breaking bread together promotes good nutrition habits. School-age children who eat alone in front of the television tend to overeat, while younger children tend to eat fewer nutritious foods when isolated at meals.

Mealtime means more than refueling kids with nutrients—it's also a time for them to get a hefty dose of emotional and intellectual nourishment. As families pass the peas and pour the milk, they also convey values and establish traditions.

Set a good example—Like it or not, parents are the ultimate nutrition teachers. What you buy, how you cook, the foods that you eat or refuse—all send strong messages about food to your child.

Devise a snack plan with your child—Together, determine which foods are "anytime snacks" (fruits, vegetables, lowfat crackers, etc.), "sometimes snacks" (nuts, cheese, cookies, etc.), and "occasional snacks" (pop, chips, candy, etc.). Agree on a plan to make sure there is always a plentiful supply of "anytime snacks." Post the list on the refrigerator.

Emphasize the enjoyable aspects of food—Avoid labeling food as either medicine or poison. With older children especially, telling them "it's good for you" may be the kiss of death for a particular food. Likewise, kids are not immediately concerned that a food they like may clog their arteries or decay their teeth. Scare tactics rarely work.

Become involved with the meal program at your child's school—Since a child may receive up to half of his weekly food intake in a school or care setting, it's important for a parent to be aware of the nutritional quality of snacks and meals. Join your child for school breakfast and lunch occasionally. Invite the school nutrition director to update the parent-teacher group about the menu, nutrition education activities, and cafeteria policies.

Promote activity—Young bodies were made to move! Nutrition studies show the increasing problem of childhood obesity stems more from inactivity than overeating. In addition to team sports and structured activities, make daily activity a priority. Family walks, bike riding, basketball, skating, skiing, or dancing can involve the entire family in exercise, togetherness, and fun.

This article is excerpted from the book, *How to Teach Nutrition to Kids: An integrated, creative approach to nutrition education for children ages 6-10*, by Connie Liakos Evers, copyright 1995. It is printed here with the permission of the publisher, 24 CARROT PRESS, P.O. Box 23546, Tigard, OR 97281-3546. Copies of the book are available for $18, plus $2.50 shipping and handling, by writing or calling the publisher at (503) 524-9318.

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Six Types of Family–Community Participation

Parenting—Build on parenting strengths and help families improve parenting skills. Facilitate support systems and networks to enable families to effectively nurture their children.

Communicating—Design and implement effective two-way communication practices to reach families, both individually and collectively. These practices should ensure that families and school staff communicate back and forth about their children.

Learning at Home—Provide for families and school staff to work together in developing learning goals and offering opportunities for learning activities at home and in the community to meet the goals.

Volunteering—Recruit and organize volunteer participation from families and the community at large.

Decision Making—Design governance structure through which parents are partners in policy decisions so that families have opportunities to give their opinions and to participate in decision making about school programs. Recruit families to act as advocates and decision makers and represent other parents and families.

Community Outreach—Establish partnerships with individuals and organizations in the community.

Getting It Done

Leadership—Who is in charge and has the authority to organize and assign tasks? One person should be accountable for the results.

Analysis—What are the needs and challenges? What results do you want? Develop a basis for your efforts.

Planning and Policy Development—What must be done? How? Who will do it? What is the time line? School board policy and district and school procedures may need to be developed.

Action/Implementation—With the ground work laid, how much of the plan can you put in place? While the six types of family–community participation for schools are interrelated and important for a comprehensive approach, determine what is possible and practical at any given time. Don't delay doing something because the whole plan is not in place.

Evaluation—What worked? What didn't? What needs changing or fine tuning? Listen and learn from experiences.

Based on the research of Joyce Epstein, co-director, Center on Families, Communities, Schools, and Children's Learning, Johns Hopkins University. Implementation through the League of Schools Reaching Out, Institute for Responsive Education, Boston.

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Family-Community-School Partnerships Project Directory

The DPI Family–Community–School Partnership Team

The Department of Public Instruction (DPI) is committed to increasing student achievement by helping schools strengthen family–school–community partnerships. The mission of the DPI Family–Community–Schools Partnership Team is to bring awareness and resources to schools about the critical role that families and communities play in helping children learn. Through written materials, statewide campaigns, grants, and state and regional training, the team helps all schools develop strategies to work with families and and communities to increase student learning.

The Partnership Team directly supports the efforts of a number of schools and districts statewide in the program areas of Community Education, Service–Learning, and Family–Community–School Partnerships. The names of contact persons at each school district and CESA are listed here to help share successful partnership practices and ideas.

We encourage you to contact individuals especially in your area of the state with questions and comments about strengthening your community and family efforts.

Please contact any of our team members with questions or comments.

Jane Grinde, 608/266-9356
Ruth Anne Landsverk, 608/266-9757
Stan Potts, 608/266-3569
Fax, 608/267-1052
Toll-free DPI number, 800/441-4563

Major Program Areas

Community Education

Through community education, communities embrace the idea of lifelong learning for all and make a commitment to work together to meet the learning needs of every citizen. Community education can help communities provide a means to solve problems locally, develop local leadership skills, and improve the delivery of services through partnerships and collaborative efforts. Community education success depends upon citizen involvement, needs assessment and planning, extended use of public education facilities, interagency coordination and cooperation, and leadership.

Service–Learning

Youth service–learning helps students learn and develop through active participation in thoughtfully organized service experiences that meet actual community needs and are coordinated in collaboration with the school and the community. Schools with service–learning integrate their programs into the academic curriculum or provide structured time for students to think, talk, or write about their service. The DPI partnership coordinates funding and training opportunities for service–learning schools.

Family Partnerships

These school districts or schools within the named districts have made a commitment to family–school–community partnerships. Some teams are further along in their commitment, but all have received training and a seed grant to pursue efforts to establish partnerships. Staff have been trained in the Framework for Family–School–Community Partnerships by Joyce Epstein, Director of the National Network of Partnership–2000 Schools and Co-director of the Center on Families, Communities, Schools, and Children's Learning at Johns Hopkins University. The DPI Partnership Team has made a commitment to work with these schools.

Demonstration Sites

Family Partnerships

Two school districts each received a grant in 1995-96 to develop model family–school–community partnership efforts.

Drummond School District
Tom McMullen, 715/739-6231
Milwaukee School District
Longfellow Elementary
Mrs. Santa Griego, 414/645-4455

Service–Learning

Two Wisconsin districts are participating in a national demonstration project to share their expertise about service–learning. They have made extensive progress integrating service–learning into the curriculum.

Reedsburg School District
Webb High School
Veronica Petty, 608/524-4327
Madison Metropolitan School District
Malcomb Shabazz City High School
Jane Hammatt-Kavoloski, 608/246-5040
Sherman Middle School
John Daly, 608/246-4646

Major Program Area Contacts

CESA 1
Jim Heiden
414/546-3000, ext. 413

Community Education Sites

Kettle Moraine School District
C. John Hanold, 414/968-3111
Menomonee Falls School District
Terry Thomas, 414/255-8484
Milwaukee School District
Larry Lenox, 414/475-8182
Fred Jungers, 414/475-8393

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Muskego–Norway School District
Jean Henneberry, 414/679-5400
Wauwatosa School District
Rick Beattie, 414/778-6510
Whitefish Bay School District
Robin Trulen, 414/963-3947

Service-Learning Sites

Cedarburg School District
Janet Levy, 414/375-5200
Greenfield School District
Linda Wandtke, 414/281-7100
Abbe Krissman, 414/281-7100
Hartland–Lakeside J3 School District
Doug Faile, 414/367-7171
Kettle Moraine School District
Chip Pieper, 414/965-6500
Menomonee Falls School District
Keith Marty, 414/255-8440
Mequon–Thiensville School District
Kim Ebinger, 414/242-9034
Milwaukee School District
Judith Skurnick, 414/964-5900
David Weingrod, 414/383-3750
Wendy Smith, 414/444-9760
Muskego–Norway School District
Shara Seitz, 414/422-0430
Brad Harford, 414/422-1607
Anne Krell, 414/679-1666
Port Washington–Saukville School Dist.
Anne-Mari Stengel, 414/284-7712
Shorewood School District
Karen de Hartog, 414/963-6951
South Milwaukee School District
Robert Schmielau, 414/768-6300
Wauwatosa School District
Scott Kellogg, 414/259-4488
Whitefish Bay School District
Shellie Blumenfield, 414/963-3967

Family Partnership Sites

Elmbrook School District
Anne Kreul, 414/785-3960
Franklin School District
Phil Posard, 414/529-8240
Greenfield School District
Linda Wandtke, 414/281-7100
Mequon–Thiensville School District
Bob Dunning, 414/242-4260
Milwaukee School District
Tim Fosshage, 414/962-3188
Donna Lubke, 414/475-8001
Freya Neumann, 414/475-8078
Muskego–Norway School District
Kathy Champeau, 414/679-1666
Oconomowoc Area School District
Gary McClurg, 414/567-6632
Racine Unified School District
Cecile Ruth Ulrich, 414/631-7064
Mattie Baaker, 414/631-7064

CESA 2–Dane Co.
Carole Klopp
608/232-2860

Community Education Sites

Burlington Area School District
Scott Hoffman, 414/763-0219
Oregon School District
Anne Staton, 608/835-3161
Verona Area School District
John Schmitt, 608/845-6451
Waunakee Community School District
Joe Severa, 608/849-2020
Whitewater School District
Sharon McCullough, 414/472-4887

Service-Learning Sites

Burlington Area School District
Myrtle Lovrine, 414/763-0210
Cambridge School District
Edward Grunden, 608/423-3262
Central/Westosha UHS School District
Terry Myra, 414/843-2321
Clinton Community School District
Hope Seeger, 608/676-2275
Delavan–Darien School District
Vikee Loudon, 414/728-2642
Fort Atkinson School District
Roger Goppelt, 414/563-7822
Johnson Creek School District
Eric Ranzen, 414/699-3481
Juda School District
Patti Kunz, 608/934-5251
Madison Metropolitan School District
John Daly, 608/246-4646
William Kolb, 608/267-4870
Doug Green, 608/267-1144
Jane Hammatt Kavaloski, 608/246-5040
Peter Plane, 608/231-4550
Marshall School District
Karen Taylor, 608/655-3466
Middleton–Cross Plains School District
Roxanne Piller, 608/828-1620
Monticello School District
Melody Flesher, 608/938-4194
Parkview School District
John Abrahamson, 608/879-2994
Stoughton Area School District
Mark Felix, 608/873-2714
Walworth County Educ. Consortium
Tina Cipriano, 414/741-6102
Waunakee Community School District
Marcia Kuntz, 608/849-2071

Family Partnership Sites

Beloit School District
Ann Sitrick, 608/364-6138
Brodhead School District
Joy Black, 608/271-1196
Burlington Area School District
Don Dalton, 414/763-0209
De Forest Public Library
Judy Ecker, 608/846-3482
Madison Metropolitan School District
Jessica Doyle, 608/238-9921
Kathy Price, 608/261-9006
Middleton–Cross Plains School District
Mike Harris, 608/828-1640
George Mavroulis, 608/835-3087
Poynette School District
Barbara Wolfe, 608/635-4341
Stoughton Area School District
Becky Weaver, 608/873-2663
Verona Area School District
Pence Revington, 608/845-6451

CESA 3
Gary Baxter
800/261-0000

Service-Learning Sites

Boscobel School District
Mary Rae, 608/375-4164
Dodgeville School District
Susan Reukauf, 608/935-3307
Ithaca School District
Kellie Manning, 608/585-3100
Platteville School District
Loras Kruser, 608/342-4480
Prairie du Chien School District
Jo Howard, 608/326-8451
River Ridge School District
Caron Townsend, 608/994-2715
Seneca School District
Paul Peterson, 608/734-3411
Southwestern Wis. School District
Susan Clemens, 608/854-2124

Family Partnership Sites

Ithaca School District
Loretta McCarthy, 608/647-4907
Platteville School District
Nancy Bongers, 608/342-4400
Potosi School District
Joci Grinde, 608/763-2060
Prairie du Chien School District
Merle Frommelt, 608/326-8451
River Ridge School District
Joan Finn, 608/994-2715
Shullsburg School District
Donna Rae Saunders, 608/965-4427

CESA 4
Judy Ackre
608/785-9373

Service-Learning Sites

Alma School District
Lois Balk, 608/685-4416
Black River Falls School District
Anthony Boerger, 715/284-4324
Blair–Taylor School District
Shari Solberg, 608/989-2881
De Soto School District
Mary Heath, 608/648-3311
Norwalk–Ontario School District
Donna Arndt, 608/337-4401

Sparta School District
Suzanne Euller, 608/272-3111
Tomah School District
Randy Koppenhaver, 608/374-7200
Viroqua School District
Nancy Lallas, 608/637-1169

Family Partnership Sites

Black River Falls School District
Rich Hanson, 715/284-5125
West Salem School District
Jim Burger, 608/786-2090

CESA 5
Donna Sunby
608/742-8811, ext. 281

Community Education Sites

Portage Community School District
Georgiana Giese, 608/742-8545
Sauk Prairie School District
Nancy Breunig, 608/643-8386

Service–Learning Sites

Marshfield School District
Dawn Sturz, 715/387-1249
Portage Community School District
Georgiana Giese, 608/742-8545
Poynette School District
Sandy Kleckner Drew, 608/635-4345
Reedsburg School District
Veronica Petty, 608/524-4327
Stevens Point School District
Thomas Lisack, 715/345-5593
Wisconsin Rapids School District
Fred Dahm, 715/423-1520

Family Partnership Sites

Adams–Friendship School District
Greg Gardner, 608/339-3016
Lodi School District
Christine Breunig, 608/592-3855
Montello School District
John Haugen, 608/297-2128
Portage Community School District
Cynthia Gannon, 608/742-3494
Sauk Prairie School District
Ellen Paul, 608/643-5990
Stevens Point School District
Elizabeth Fulton, 715/345-5420
John Blader, 715/345-5421

CESA 6
Mary Nelson
414/236-0531

Community Education Sites

Waupun School District
Tom Zerbel, 414/324-9341

Service–Learning Sites

Beaver Dam School District
Greg Smith, 414/885-7313
CESA 6's Chester School
Orville Clark, 414/236-0552
Fond du Lac School District
Jerry Sullivan, 414/929-2772
Hartford UHS School District
Sandra Smith, 414/673-8950
Menasha School District
Bill Sepnafski, 414/751-5010
Omro School District
Debra Malesevich, 414/685-5668
Winneconne Community School Dist.
Beverly Wicinsky, 414/582-5810

Family Partnership Sites

Lomira School District
John Mason, 414/269-4396
Vikki Kunstman, 414/269-4396
Neenah School District
Chris Zingler, 414/751-6922
Waupun School District
William F. Bobbe, 414/324-9341

CESA 7
Lynn Mullins
414/498-1327

Community Education Sites

Denmark School District
Kevin Konkol, 414/863-2176
Plymouth School District
Chris Schumacher, 414/893-0987
Pulaski School District
Jim Brawner, 414/822-4247
Sheboygan School District
Steve Stauber, 414/459-3500
Valders Area School District
Jeffery E. Malloy, 414/775-9505

Service–Learning Sites

Ashwaubenon School District
Andrea Fischer, 414/492-2940
De Pere School District
Mary Hansen, 414/337-1020
Green Bay School District
Mark Dupuy, 414/391-2400
Sara Piper, 414/448-2104
Sharon Rychter, 414/448-2100
Howard–Suamico School District
Amy LaPierre, 414/434-4010
New Holstein School District
Tom Dudzik, 414/898-4208
Oostburg School District
Carol Steindl, 414/564-2383
Plymouth–Cascade School District
Theresa Unger, 414/528-8322
Sturgeon Bay School District
Coggin Heeringa, 414/746-2811
Rudy Senarighi, 414/746-2810
Two Rivers School District
Dennis Larson, 414/794-1614

Family Partnership Sites

Gibraltar Area School District
Jeff Steffen, 414/868-3284
Howards Grove School District
Diane L. Weiland, 414/565-3278
Plymouth School District
Jeff Jacobson, 414/893-6911
Pulaski Community School District
Jim Brawner, 414/822-4247
Sheboygan School District
Sherrie Akinsanya, 414/459-3540
West De Pere School District
Kathy I. Brockdorf, 414/337-1099

CESA 8
Nancy Estrem-Fuller
800/831-6391

Community Education Sites

Crivitz School District
Kristine Heidewald, 715/854-7636
Niagara School District
Gary Molle, 715/251-7421
Oconto Falls School District
Gary DeBauche, 414/846-4471
White Lake School District
Maryann Callahan, 715/882-8421

Service–Learning Sites

Bonduel School District
Julie Gullixon, 715/758-2148
Laona School District
Suzette Phillips, 715/674-2143
Menominee Indian School District
Amy Bohr, 715/799-5559
Oconto Falls School District
Diana Woodworth Slempkes,
414/846-4467
Oconto School District
Angela Witt, 414/834-7800
Niagara School District
Brian Jones, 715/251-4541
Shawano–Gresham School District
Brenda Kuhn, 715/524-2134
Wabeno Area School District
Rae Therrien, 715/473-3633

Family Partnership Sites

Clintonville School District
Donna Mac Donald, 715/823-7285
Niagara School District
Brian Jones, 715/251-4541
Oconto Falls School District
Louise Powers, 414/846-4445
Jeanne Czech, 414/846-4463
Shawano–Gresham School District
Jeanne Cronce, 715/524-2131

CESA 9
Jayne Werner
715/453-2141

Community Education Sites

Boulder Junction J1 School District
Jay Christgau, 715/543-8417
D.C. Everest School District
Kammy Koelbl, 715/359-4221
Wausau School District
Ray Kirschhoffer, 715/261-2962

Service–Learning Sites

Antigo School District
Judi Steinhoff, 715/623-4173

Athens School District
Dan Nowak, 715/257-7754

Boulder Junction J1 School District
Christy Dicka, 715/543-8417

Edgar School District
Mark Lacke, 715/352-2352

Mosinee School District
Rose M. Nelson, 715/693-2810

Northland Pines School District
Joann Hatch, 715/479-4473

Phelps School District
Kelly Wranosky Hegeman, 715/545-2724

Wausau School District
DuWayne Kleinschmidt, 715/848-2934

Woodruff J1 School District
Sara J. Sprister, 715/356-3282

Family Partnership Sites

Antigo School District
Caron Wallman, 715/627-4355

Wausau School District
Brian Stezenski-Williams, 715/843-1162

Woodruff J1 School District
Bill Pollard, 715/356-3282

CESA 10
Mary Lorberter
715/720-2036

Community Education Sites

Flambeau School District
Chuck Ericksen, 715/532-7760

Northcentral Tech. College–North Camp.
Irene Johnson, 715/748-3602

Service–Learning Sites

Abbotsford School District
Donald Medenwaldt, 715/223-2386

Augusta School District
Kristine Crowe, 715/286-2291

Chippewa Falls School District
Carol Gienapp, 715/726-2400
Paul Nevins, 715/726-2406

Flambeau School District
Chuck Ericksen, 715/532-7760

New Auburn School District
Brenda Scheil, 715/237-2202

Weyerhaeuser School District
Richard Manor, 715/353-2254

Family Partnership Sites

Altoona School District
John Grafenauer, 715/839-6050

Flambeau School District
Chuck Ericksen, 715/532-5559

Medford School District
Laura Zuleger, 715/748-4620

New Auburn School District
Chuck Zielin, 715/237-2202

CESA 11
Cindy Becker
715/986-2020

Community Education Sites

Amery School District
Mary Ann Bowman, 715/268-0220

Baldwin–Woodville School District
Terri Dejong, 715/684-3411

Birchwood School District
Carol Addington, 715/354-3471

Clayton School District
Janie Memorich, 715/948-2163

Clear Lake School District
Heidi Paulson, 715/263-2117

Cumberland School District
Sally Landstrom, 715/822-2251

Ellsworth Community School District
Mike Perkins, 715/273-3900

Frederic School District
Nancy Buley, 715/327-4221

Grantsburg School District
Paul L. Pederson, 715/463-2451

Hudson School District
Robert Benoy, 715/386-4903

Luck School District
Sue Mattson, 715/472-2455

New Richmond School District
Bob Heebink, 715/243-7421

Osceola School District
Sharon O'Rourke, 715/294-2127

Prescott School District
Richard Hoffman, 715/262-5052

Shell Lake School District
Elaine Shaefer, 715/468-7814

Somerset School District
Connie Burch, 715/247-3313

Spring Valley School District
Cindi Helmke, 715/778-5554

Saint Croix Falls School District
Kathleen Willow, 715/483-9823

Turtle Lake School District
Joan Frandup, 715/986-2597

Unity School District
Mark Peacock, 715/825-2131

Service–Learning Sites

Amery School District
Mary Ann Bowman, 715/268-0220

Birchwood School District
Jim Connell, 715/354-3471

Elk Mound Area School District
Sharon Hostak, 715/879-5521

Ellsworth Community School District
Peggy Weber, 715/273-3900

Menomonie Area School District
Ron Sanford, 715/232-2606

Rice Lake Area School District
Rick Reilly, 715/234-8156
Julie Stevens, 715/234-2182

River Falls School District
Lorraine Davis, 715/425-1800

Saint Croix Falls School District
Kathleen Willow, 715/483-9823

Family Partnership Sites

Amery School District
Mary Ann Bowman, 715/268-0220

Baldwin–Woodville School District
Jan Charpentier, 715/684-4453

Birchwood School District
Carol Addington, 715/354-3471

Chetek Area School District
Al Brown, 715/924-2244

Elk Mound School District
Ron Walsh, 715/879-5502

Grantsburg School District
Sally Craven, 715/463-2320

Menomonie Area School District
Joann Walker, 715/836-7763

Osceola School District
Greg Zimmerman, 715/294-4180

River Falls School District
David A. Paulson, 715/425-1800

Shell Lake School District
Tom Butler, 715/468-7023

CESA 12
Jim Lee
715/682-2363, ext. 124

Community Education Sites

Bayfield School District
Marilu Stepien, 715/779-3201

Hurley School District
Gerry Traczyk, 715/561-4900

Superior School District
Mary Lou Perham, 715/394-8700

Service–Learning Sites

Bayfield School District
Jeff Haiden, 715/779-5666

Drummond School District
Steve Stipetich, 715/739-6231

Glidden School District
Sue Frey, 715/264-2141

Hayward Community School District
Virginia Metzdorf, 715/634-8373

Hurley School District
Oberon Leslie, 715/561-3864

Solon Springs School District
Christine Renee Willis, 715/378-2263

South Shore School District
Tom Gurstenburg, 715/774-3361

Superior School District
Bobbie Peterson, 715/398-6608
Gary C. Banker, 715/398-3405

Washburn School District
Bruce Rapps, 715/373-6188
Cheryl J. Drevlow, 715/373-6188

Winter School District
Linda Olson, 715/266-6701

Family Partnership Sites

Ashland School District
Stephen Kelly, 715/682-7080

Drummond School District
Tom McMullen, 715/739-6231

Superior School District
Dan Woods, 715/394-8700